

# Gladstone Road Primary School

Wooler Street, Scarborough, North Yorkshire YO12 7DD

## Inspection dates

5–6 July 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Leaders and managers have not improved teaching or outcomes well enough in key stage 2.
- The curriculum in subjects other than reading, writing and mathematics is underdeveloped.
- Pupils' knowledge of science is weak and the opportunities they have to take part in investigations are too variable between classes.
- Governors do not check on the outcomes for groups of pupils in sufficient detail to challenge leaders.
- The pupil premium is not effective in improving outcomes for disadvantaged pupils in key stage 2.
- Leaders have not improved the teaching of reading so that it improves pupils' comprehension skills in key stage 2.
- Work that is set for pupils, especially the most able, is sometimes too easy.
- Outcomes in mathematics in key stage 2 are low because pupils have insufficient opportunity to solve problems mathematically.

### The school has the following strengths

- Outcomes have improved in key stage 1 so that pupils' achievement is close to the national average.
- The teaching of phonics is strong in key stage 1 and in the early years.
- High-quality leadership, teaching and a stimulating curriculum underpin good outcomes in the early years.
- Pupils behave well in lessons and during lunchtimes and playtimes.
- Pupils are safe from bullying or harassment.
- There is a strong culture of safeguarding in the school so that all pupils are safe and secure.

## Full report

### What does the school need to do to improve further?

- Raise achievement and improve the quality of teaching by:
  - improving pupils' reading comprehension skills and ensuring that there is a closer link between reading and writing in key stage 2
  - increasing expectations of what pupils can achieve, particularly the most able
  - deepening pupils' understanding of mathematics and how they solve problems mathematically in key stage 2.
- Improve the curriculum by ensuring that:
  - pupils gain a wide understanding of scientific topics and have more opportunities to undertake investigations in science
  - pupils improve their knowledge and skills in subjects other than reading, writing and mathematics in both key stages.
- Improve leadership and management by:
  - ensuring that governors sharply scrutinise the achievement of different groups of pupils
  - ensuring that the pupil premium is having a positive impact on improving outcomes for disadvantaged pupils in key stage 2.

An external review of governance and the pupil premium should be undertaken in order to assess how these aspects of leadership and management may be improved.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- The curriculum is not designed well enough to ensure that pupils develop their knowledge and skills in subjects other than reading, writing and mathematics. For example, in science, pupils do not develop a wide understanding of scientific topics and they do not have sufficient opportunities to take part in scientific investigations in all classes.
- Pupils do not have enough opportunity to use and apply their mathematics and English skills across the curriculum.
- Similarly, the reading curriculum is underdeveloped in key stage 2. This is a key reason for pupils' slow progress in this subject. Leaders have not decided which methods are to be used to teach reading so that pupils achieve well.
- The pupil premium is not having a positive impact on outcomes for disadvantaged pupils in key stage 2. However, it is making a difference in key stage 1 by ensuring that pupils receive good support in class.
- Middle leaders are at the early stages of developing the curriculum and improving teaching. Their efforts have been concentrated on improving teaching in key stage 1 and so other areas remain relatively weak, such as the curriculum beyond reading, writing and mathematics, and outcomes in key stage 2.
- The additional funding for special educational needs is having a positive impact on improving the progress of pupils it is intended to support, mainly in key stage 1.
- The headteacher leads with commitment and ambition. Morale is high and he has the support of staff to make the necessary improvements. He and his dedicated senior team have been successful in improving outcomes in key stage 1. This is apparent in the much-improved Year 1 phonics screening test results and outcomes at the end of Year 2.
- Self-evaluation is accurate. Leaders have identified the right areas for improvement. They are well aware that much remains to be done to improve outcomes in key stage 2 so that they match those in early years and key stage 1. Some improvements have begun but it is too early for them to have made a positive impact.
- The local authority has supported the school well through improving provision in the early years and providing training on how to teach reading through different approaches. Local authority consultants continue to work closely with the school and have an accurate picture of what needs improving further.
- Additional funding for physical education (PE) and sports is ensuring that a greater number of pupils participate in regular physical activity. It is also successful in helping staff to develop their PE teaching skills. Girls as well as boys regularly participate in cricket and football activities.

### Governance of the school

- The governing body challenge school leaders on improving outcomes. However, they do not look in detail at how well different groups of pupils are achieving. Consequently,

they do not rigorously monitor the impact of the pupil premium on improving outcomes for disadvantaged pupils.

- Recent changes in governance have required new members to be trained and have ensured that governors have a variety of skills to support the school. However, work still needs to be done to ensure that all members of the governing body are deployed effectively to challenge leaders.
- Governors have an accurate view of the school's strengths and weaknesses. They are ambitious for the school and well aware that recent improvements in key stage 1 must now be apparent in key stage 2.

## Safeguarding

- The arrangements for safeguarding are effective.
- Appropriate checks are made on staff on their appointment.
- Safeguarding and child protection documents are kept securely. They are well maintained and detailed in their content.
- The site is well maintained and is safe and secure. Appropriate risk assessments are carried out regularly.
- There is a strong culture of safeguarding in the school. Staff are well trained so they are able to report any concerns promptly.

## Quality of teaching, learning and assessment

## Requires improvement

- Teaching in key stage 2 is not improving pupils' skills at a fast enough pace, particularly in mathematics and reading.
- In key stage 1 and 2, the work that is set for pupils sometimes lacks challenge, particularly for the most able. Expectations of what pupils can do and achieve are too low. For example, teachers are too quick to praise the most able pupils when they complete simple work.
- When teaching reading, teachers do not take enough account of what pupils have learned in their writing work. Consequently, pupils might use complex language in writing stories, letters or diary entries, but not when showing their comprehension of reading.
- In mathematics in key stage 2, the work is too simple and does not prepare pupils well for the demands of the Year 6 tests. In particular, pupils cannot confidently solve complex mathematical problems.
- The teaching of phonics has improved significantly as a result of the introduction of daily, systematic lessons, helping pupils in Year 1 to link sounds to letters. This effective phonics teaching has led to related improvements in writing and in reading in key stage 1.
- Similarly, improvements in mathematics teaching in key stage 1 have enabled pupils to improve their fluency in calculating.

- Increasingly, teachers are using their assessment information to make sure that the work they set for pupils is pitched at the right level. This is more common in key stage 1 than in key stage 2.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Almost all parents who responded to Parent View said that their children are happy at the school. Moreover, parents said that their children feel safe at school and pupils agree.
- Pupils willingly accept responsibility, with many acting as playground helpers at lunchtime. To adults, they are polite and courteous at all times.
- While there are weaknesses in the curriculum, the school ensures that pupils' spiritual, moral social and cultural awareness are promoted well. This is done through a good range of visitors to the school, a programme of assemblies and work done in class. Pupils learn about cultures and religions other than their own through, for example, visits to a mosque. This helps prepare them for life in a modern democratic Britain.
- Pupils say 'everyone is kind at this school'. They feel safe and secure from any threats of bullying, saying that if it did happen, there would always someone to turn to.
- Pupils spoke to an inspector about how the school had helped them to understand how to stay safe when using the internet and when using their mobile phones.
- Pupils are equally aware of how to play safely and look after each other, for example when out on school trips and when crossing the road.

### Behaviour

- The behaviour of pupils is good.
- In class pupils apply themselves well to their work. They are eager to help each other and are cooperative with teachers' requests.
- Around the school, at lunchtime and playtimes, pupils behave sensibly. There are few instances of poor behaviour and pupils are polite to each other. Behaviour records indicate that there are few incidents.
- Parents who responded to the questionnaire commented on pupils' good behaviour.
- Attendance overall is broadly average. It is slightly lower for disadvantaged pupils and for those who have special educational needs and/or disabilities. Leaders are working well with families to improve attendance, with rewards being given as incentives to attend regularly.

## Outcomes for pupils

**Requires improvement**

- In 2016, pupils' progress was weak in key stage 1 and 2 in all subjects. Few pupils reached the required standard in the Year 1 phonics screening check. Disadvantaged pupils underachieved significantly across the school.

- Pupils currently in key stage 2 are making slow progress in reading and mathematics because teaching over time has not been strong. Moreover, the weak curriculum in both subjects has not enabled pupils to gain sufficient skills. Pupils can read well but their comprehension skills are weaker. In mathematics, pupils struggle with problem-solving.
- The progress of disadvantaged pupils lags behind that of others nationally in reading and mathematics in key stage 2, including for the most able. Consequently, the pupil premium is not having a strong impact. In writing, all pupils, including disadvantaged pupils, are making better progress than they did in 2016.
- There are the early signs of improvement in Year 3, where teachers have benefited from additional training in mathematics. Improvement plans are clear that this is to be introduced across all of key stage 2 to improve outcomes.
- Rapid improvements have been made in key stage 1, where standards in all subjects are close to national averages. Disadvantaged pupils made progress close to that of others nationally and many now reach the required standard in the Year 1 phonics check. However, too few of the most able pupils reach a greater depth in their learning.
- Outcomes for pupils who have special educational needs and/or disabilities were weak in 2016. They now make good progress in key stage 1 but in key stage 2 their progress varies between classes.
- Improvements in outcomes are the result of better phonics teaching, high-quality training for teachers, a new curriculum in mathematics and a better use of the pupil premium in key stage 1 to support those who are disadvantaged.

### Early years provision

**Good**

- Outcomes for children are good across all areas of learning. Over time, a greater proportion of children are exceeding expected standards by the end of Reception. Consequently, children are well prepared for the demands of Year 1.
- Additional funding is used well to ensure that disadvantaged children make similar progress to their peers.
- Parents are increasingly involved in the work the school does. They feel that communication between them and staff is good. Parents help to contribute to their children's assessments.
- Teaching focuses on helping children develop their language and communication. Adults ask children appropriate questions to enable them to use sentences to answer. Children are introduced to books from the very beginning of Reception.
- The outdoor area enhances children's learning well across all areas of learning. It is well equipped and is used by children in all weathers.
- Phonics teaching is high-quality and is taught every day. Children's writing progresses quickly from simple mark-making to writing sentences. The most able children are challenged well, particularly in their writing.

- Assessments are frequently made, although the information from these is not always used sharply to pinpoint the next steps in children's learning.
- Children behave well. Routines are well established and adults model the behaviour they expect of children. Relationships are strong and children learn to celebrate each other's efforts.
- The setting is safe and secure. Equipment is regularly checked to ensure that it is safe.

## School details

Unique reference number	121319
Local authority	North Yorkshire
Inspection number	10031912

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	809
Appropriate authority	The governing body
Chair	Richard Adams
Headteacher	Keith Wright
Telephone number	01723 372566
Website	<a href="http://www.gladstoneroadschools.co.uk">www.gladstoneroadschools.co.uk</a>
Email address	<a href="mailto:headteacher@gladstone.n-yorks.sch.uk">headteacher@gladstone.n-yorks.sch.uk</a>
Date of previous inspection	10–11 October 2012

## Information about this school

- The school does not meet requirements on the publication of the curriculum on its website
- The headteacher was appointed in September 2015.
- At its last inspection, the school was an infant school with pupils aged 4 to 7 on roll. It became a 4 to 11 primary school when the neighbouring junior school was closed in September 2015.
- The proportion of pupils supported through the pupil premium is above average. The proportion of pupils who have special educational needs and/or disabilities is broadly average.
- Most pupils are of White British heritage and so the proportion of pupils who speak English as an additional language or who are from minority ethnic groups is below the national average.

- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

## Information about this inspection

- Inspectors visited lessons, listened to some pupils reading and looked at the work in pupils' books to evaluate their progress over time. They spoke to pupils, staff, a parent, governors and two representatives from the local authority.
- Inspectors scrutinised various documents, including the summary of self-evaluation, governance documents, safeguarding information and the tracking of pupils' progress.
- The 33 responses to Ofsted's online questionnaire, Parent View, were considered by inspectors, as well as the school's own survey that had been completed by parents.

## Inspection team

Robert Jones, lead inspector	Ofsted Inspector
Gillian Nimer	Ofsted Inspector
Susan Twaits	Ofsted Inspector
Heather Hawkes	Ofsted Inspector

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